

## Prompts to Support the Use of Strategies

### To support the control of early reading behaviours:

- Read it with your finger.
- Did you have enough (or too many) words?
- Did it match?
- Were there enough words?
- Did you run out of words?
- Try \_\_\_\_\_. Would that make sense?
- Try \_\_\_\_\_. Would that sound right?
- Do you think it looks like \_\_\_\_\_?
- Can you find \_\_\_\_\_? (a known or new word)
- Read that again and start the word.

### To support the reader's use of self-monitoring or checking behaviour:

- Where you right?
- Where's the tricky word? (after an error)
- What did you notice? (after hesitation or stop)
- What's wrong?
- Why did you stop?
- What letter would you expect to see at the beginning? At the end?
- Would \_\_\_\_\_ fit there?
- Would \_\_\_\_\_ make sense?
- Do you think it looks like \_\_\_\_\_?
- Could it be \_\_\_\_\_?
- It could be \_\_\_\_\_, but look at \_\_\_\_\_.
- Check it. Does it look right and sound right to you?
- You almost got that. See if you can find what is wrong.
- Try that again.

### To support the reader's use of all sources of information:

- Check the picture.
- Does that make sense?
- Does that look right?
- Does that sound right?
- You said \_\_\_\_\_. Can we say it that way?
- You said \_\_\_\_\_. Does that make sense?
- What's wrong with this? (repeat what child said)
- Try that again and think what would make sense.
- Try that again and think what would sound right.
- Do you know a word like that?
- Do you know a word that starts with those letters?
- What could you try?
- Do you know a word that ends with those letters?
- What do you know that might help?
- What can you do to help yourself?

### To support the reader's self-correction behaviour:

- Something wasn't quite right.
- Try that again.
- I liked the way you worked that out.
- You made a mistake. Can you find it?
- You're nearly right. Try that again.

### To support phrased, fluent reading:

- Can you read this quickly?
- Put your words together so it sounds like talking.